

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Beth A Bazer

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lasalle Language Academy

(As it should appear in the official records)

School Mailing Address 1734 North Orleans Street

(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60614-5797

County Cook County State School Code Number* 150162990252306

Telephone 773-534-8470 Fax 773-534-8021

Web site/URL http://www.lasallechicago.com E-mail bbazer@cps.edu

Twitter Handle

LaSalle@LLAprincipal Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mrs. Barbara Byrd-Bennett

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: bbyrd-bennett@cps.edu

Other)

District Name Chicago Public Schools Tel. 773-553-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. David Vitale

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 480 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 174 High schools
 - 10 K-12 schools
- 664 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	30	61
1	36	28	64
2	35	29	64
3	27	37	64
4	26	38	64
5	20	39	59
6	29	32	61
7	31	30	61
8	22	33	55
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	257	296	553

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 30 % Black or African American
 - 20 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 32 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	551
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 5 %
29 Total number ELL
 Number of non-English languages represented: 13
 Specify non-English languages: Spanish, Serbian, Italian, Mandarin, Polish, Yoruba, Latvian, Thai, Portuguese, Urdu, Panjabi (Punjabi), Farsi, ChaoChow/Teochiu (Chinese)

8. Students eligible for free/reduced-priced meals: 33 %
 Total number students who qualify: 182

Information for Public Schools Only - Data Provided by the State

The state has reported that 33 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
55 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 30:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Provide a rigorous, comprehensive education, a knowledge and appreciation of global cultures and languages, and a life-long love of learning for all students.

PART III – SUMMARY

In 1981, LaSalle, a 90 years old neighborhood school became LaSalle Language Academy, one of forty city-wide magnet schools with a focus on world languages. The school was named after Sieur Rene-Robert Cavalier de LaSalle (1643-1687), a French explorer who traveled from the Great Lakes, the Mississippi River, and the gulf of Mexico, claiming the entire Mississippi River basin for France. The enrollment of students became a lottery process providing seats to a very diverse body of students from all over the city with a mandated purpose of desegregating schools in Chicago. The process for the lottery is randomly ranking applications within quotas.

Up to 2008/2009, the quotas to enroll students were per race due to the desegregating decree. After 2008/2009, the diversity has been maintained with socio-economic tiers calculated by the district. There are no tests to select our students whose demographics reflect the very diverse population of Chicago, ethnically and economically. Students at LaSalle are offered the opportunity to grow and learn in a school embracing global cultures. This diversity, coupled with the instruction in world languages, result in our students being extremely aware and tolerant of other traditions, cultures and beliefs.

All students study a world language from Kindergarten through 8th grade for two hundred minutes per week with the objective to speak fluently at graduation and qualifying for level two or three in high school. Following choices are available: French, Italian, Mandarin, and Spanish. To ensure success of our students, we have also secured RosettaStone licenses allowing our students to practice their world language at home and/or before and after school starting in kindergarten. Four exchange programs with partner schools in China, France, Italy and Spain allow our upper grade students to travel and stay in a family abroad for two weeks. Actually at the time this narrative is being written, we have two groups of 8th graders in Barcelona, Spain and Liffre, France.

The world language is at the heart of our vision, mission, school curriculum, school traditions and celebrations. Monthly integrated curricula with the homeroom teachers allow all students to be exposed to the cultures of all four languages. For example, the French teacher will come for one period in 8th grade and co-teach with the social studies teacher a compare and contrast lesson on presidential elections in the USA and France. The Italian teacher will co-teach with the 2nd grade teachers a lesson on the story of Pinocchio. The Spanish teacher will teach a dance from Columbia to the kindergartners. Celebrations with our community or parents and school neighbors include: La Posada (Spanish), La Befana (Italian), Mardi Gras (French) and Chinese New Year (Mandarin). We also organize a travel fair where our upper grade travelers share their experiences abroad. At the end of the school year, we have an international week with a challenge on each language for four days and the fifth day, we reveal the results of the challenges.

In addition to the world language, LaSalle highly emphasizes the whole child approach and offers weekly classes in art, music, guidance, computer science, library & research, physical education, and dance provided by full time highly qualified teachers. Fifth through eighth graders are offered two semester long electives per year with choices including the school newsletter (paper and online), pitch perfect (choir), judo, fitness, I-movie, I-photo, and dance/drama. We also encourage participation in enrichment programs before and after school and offer the following activities: robotics, coding, chess, drama, science, green club, Imagination, book club. Sports teams see many students flourish to high levels of practice and are offered equally for boys and girls: cross country, tennis, softball, flag football, basketball, volley ball, and soccer. As published on our website, our students have earned many city and state awards.

The academic success of our students is well documented. In 2013/2014, based on the NWEA attainment and growth of our students in math and reading, LaSalle Language Academy received the second highest score of all CPS elementary schools (4.8 points out of 5 possible points). Key factors of our students' success are:

- the emphasis on social emotional support and multi-tiered system of supports (MTSS) provided by two full time highly qualified teachers paid with our discretionary funds.
- the shared leadership model and an expert Instructional Leadership Team of teachers (ILT).
- the recruitment of top educators who believe that each child can learn and reach his/her full potential.
- Teachers, administrators and staff who go above and beyond.
- a strong professional community of teachers (PLC) who collaborate in professional development sessions targeted to their needs.
- an unbelievable involvement of parents

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Since its inception in 1981, as a magnet school offering four languages from grade Kindergarten through grade eight, the core curriculum at LaSalle Language Academy has been very rigorous while integrating the diversity of world languages and cultures. The core subjects are taught by homeroom teachers in grades K-4 and departmentalization begins in 5th grade with 5th/6th and 7th/8th grade teachers assuming responsibility for one core content area (science, social studies, mathematics and language arts) and writing. The 5th/6th and 7th/8th teachers are highly qualified and endorsed in the core subject they teach, thus ensuring a high level of instruction leading to high levels of mastery. In addition to the four core subjects, all students in kindergarten through eight grade receive world language instruction four days a week in reduced class-size (twelve to twenty two depending on the language and the grade). The world language teachers are highly qualified, most are native speakers of the language they teach. These factors are optimal for a quality foreign language acquisition.

Over the last eight years, and even more since the adoption of the Common Core State Standards by the state of Illinois in 2010, the content of our curriculum has been continuously strengthened and modified. For instance in mathematics, we are using the University of Chicago's Everyday Math curriculum from K through 5th grade but we have been complementing heavily with: Spacial Temporal Math from the Mind Research Institute (2nd, 3rd, 4th), Singapore math problems, the online Accelerated Math (5th and 6th) linked to Kahn Academy resources. Sixth, seven and eighth graders follow the MathThematics curriculum, emphasizing real life problem solving. In 2011, we added an Algebra class for our 8th graders. Since 2002, we have maintained a partnership with Robert Morris University to offer an additional weekly algebra class to our 8th graders, increasing their chances to receive high school algebra credits.

In Language Arts, our primary teachers adopted the CCSS aligned McGraw Hill's Treasures curriculum while our 4th through 8th teachers collaborated to create CCSS driven units based on a wide variety of literature genres. We also introduced four years ago the Daily Grammar Practice curriculum in grades 3rd through 8th to support our students in improving their writing skills. World language teachers in these grades use the same sentences and work on the grammar of the specific language. This allows our students to compare and contrast grammar rules across languages.

In Science, we invested six years ago in FOSS kits from K through 5th and SEP-UP labs for 6th through 8th grade, allowing a hands-on approach from K through 8th. Our enhanced lab-based science program and our annual Science Fair have continued to produce high quality projects that often get regional, city and state recognition. Our teachers are currently refining the science curriculum to align it with the new Next Generation Science Standards (NGSS).

In Social Studies, before the new 2014 framework for social studies state standards was published ("C3"), we vertically aligned the K-8 social studies curriculum in 2010 to integrate more civics and world history and geography. Our middle school teachers created a curriculum exposing our students to the history of the world from ancient civilizations to World War I. The fifth graders study ancient civilizations through Middle Ages, the sixth graders study Renaissance through WWI. Seven and eighth graders focus on modern American history related to the rest of the world. Each year, our 7th and 8th graders participate in the Model UN enrichment program and always receive top awards for their presentations and speeches.

At LaSalle Language Academy our teachers strive to create cross-curricular and cross-discipline units including world languages. The success of our students lies in part of our rigorous, broad and well-balanced curriculum, allowing the whole-child approach to culminate in well-rounded graduates, ready for high school, college and careers. We are constantly searching for ways to keep enhancing our students' experiences and expand their educational opportunities to help them adapt to a fast-changing job market.

Visitors at LaSalle often comment on how articulate our students are. This is the result of many years of practice since Kindergarten in verbal presentations encouraging students to overcome shyness and be

comfortable speaking in front of a group. As they grow older, our students create powerpoint presentations, debate and deliver speeches, in their classrooms or during our assemblies. This contribute to building their self-esteem and being comfortable speaking in public, an essential skill for career and life.

2. Other Curriculum Areas:

World language instruction is the foundation of the charter of LaSalle Language Academy. Established in 1981, the focus of the school is to provide exemplary instruction in the four languages offered: French, Italian, Mandarin and Spanish. All students from Kindergarten to 8th grade learn one world language, 200 minutes per week (French: 177 students, Chinese: 96 students, Italian: 94 students, Spanish: 186 students). The world language curriculum is based on the five competencies of the national standards for foreign language: communication, cultures, connections, comparisons and communities. These areas are all addressed as our students experience our world language curriculum in one of the four languages from Kindergarten through eight grade. Incoming Kindergartners are assigned to one language with every attempt made to meet the preferences of the parents. Students then continue with this language until graduation. Students are taught the world language according to a school-created curriculum (2008) targeting a natural progression of skills. Our teachers only speak the world language from day one in Kindergarten.

In addition, all students receive a RosettaStone license so they can practice at home with mandated homework times of 30 minutes per week in K and 1st grade, 60 minutes per week in 2nd through 5th grade, and 45 minutes per week in 6th through 8th grade. Some of our students complete the five levels of RosettaStone in just four or five years. When this occurs and their world language teachers agree that these students have achieved high levels of proficiency, we give them a free license. For example, we have currently 5th through 8th graders learning independently Arabic, Hebrew, Russian, Portuguese, Latin, etc, in addition to continuing their LaSalle world language to perfect their reading and writing skills.

The value of the world language and culture education is that, in addition to mastering speaking a foreign language, there are constant connections and comparisons being made between the target language and culture and the students' own. This broadens the minds and critical thinking skills of our students. Our yearly world language exchange programs with partner schools in China, France, Italy and Spain also allow our upper grade students to be immersed in the foreign language during their stay with host families for two weeks.

The whole child approach is valued at LaSalle as we consider all subjects as equally important for students to develop as accomplished and confident young adults. These classes are a very important part of our curriculum and they offer multi-modal instruction helping our students build connections across disciplines. All students participate in library and research, music, art, dance, and computer technology weekly classes. We also offer character and life/health education taught by our school counselor as follows: guidance for K-4, health and family life for 5th/6th, advisory and careers for 7th/8th. Physical and health education are offered two periods a week for all grades by our physical education teacher.

We have one full time music K-8 teacher and two full time K-8 teachers providing fine arts, dance, and creative classes using technology (I-Movie, I-Photo, Garage Band). We also offer enrichment activities during the school day thanks to a school wide Fine Arts Residency grant that allows us to expose our students to different forms of fine arts each year. The residency lasts six to ten school days depending on years, one period a day for each grade. Examples of art forms we have covered in the last six years are: poetry, architecture, dance, book making, improvisation and ceramics. This school year in May 2015, artists will teach story telling skills to all K-8 students, one period a day for six days.

As suggested by our middle school delegates, we have been offering during the regular school day two semester elective classes for all 5th, 6th, 7th and 8th graders. Each year, students select two semester electives. Choices are: school newspaper (Ledger created by students and published on paper and online), I-Movie, I-Photo, coding, dance, choir, fitness, RosettaStone and judo.

In the last four years, our school has invested heavily in technology to improve our wireless network, increase our broadband and purchase many devices. Our teachers and students use a great deal of

technology with a variety of devices: I-Pads, netbooks, laptops, chrome books, PC or Mac desktops. In the last two years, we implemented a curriculum to start teaching computer skills once a week in K, 1st and 2nd grade. In 3rd and 4th grade, students have weekly keyboarding classes so that starting in 5th grade, they can write using google documents and share their work in real time with their teachers. This allows for immediate feedback, differentiation of instruction to meet the needs of diverse learners.

In fact, any visitor coming to LaSalle Language Academy at any given time would likely see small groups of children discussing, asking and answering questions, using online devices to research and write, and sharing ideas with each other. Our students learn to investigate collaboratively from the youngest age and embody what we stand for in our motto: "Creating a Renaissance Spirit for The 21st Century".

3. Instructional Methods and Interventions:

The instruction at LaSalle Language Academy seeks to meet the needs of all our diverse students. This is achieved by differentiating within the classrooms, by scheduling writing and world language in half groups so that teachers have reduced-class sizes twice a day and by hiring two full time MTSS teachers for interventions. Both MTSS teachers are endorsed in math and reading and provide support to our students who are below grade level. Our Multi-Tiered System of Supports integrate social emotional learning. Our teachers are trained to identify emotional issues and report concerns immediately to the school counselor, the psychologist and/or the social worker.

Our teachers build their data driven lesson plans through analysis of student products and formative & summative assessments. Teachers measure the level of knowledge students have attained through pre-assessments. Then, teachers create tiered lesson plans to provide different levels of access (process, products and materials) meeting the students where they are. Some of our advanced learners may be given work that involves more research and teachers will create different assignments for them. Groupings are purposefully decided, sometimes per ability levels, sometimes multi-levels, depending on the learning objectives. Perhaps some groups will be investigating the premise of a topic while another group is farther along doing more research.

Another means of differentiation is through the multiple levels of tasks provided by teachers and based on evidence of student knowledge and skills. These tasks can be modified to take into consideration students' ability and interest in a topic. Students choose different forms of proving their mastery of essential knowledge. For example, the RAFT (Role, Audience, Form and Topic) method of writing differentiates how students will show their mastery of essential knowledge. In addition, in 6th through 8th grade, our language arts and social studies teachers use monthly Socratic Seminars to evaluate the critical thinking and verbal skills of our students.

We are also very careful about feelings and want to ensure students collaborate, help each other and respect differences. Our school counselor supports this effort as she is also a guidance teacher; she builds students' character on the values of respect, responsibility, citizenship and work ethics (Values of "The LaSalle Way").

In addition to differentiation, several other strategies are employed: providing small group reading instruction during "Daily 5" with leveled reading materials, leveled assessments, and scaffolding are also important strategies. By addressing what is essential enduring understandings and monitoring how and what students produce, achievement of all diverse learners is enhanced.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The data presented in the tables shows great attendance records (96 to 97%) and the results of school years 2008/09 through 2012/13 ISAT (Illinois Standards Achievement Test), the test that all schools in Illinois administer annually to students in grades 3rd-8th. We have always reorganized the data that we receive to show score averages per cohort so we can accurately measure the growth of the same group of students from 3rd grade to 8th grade and compare the growth of our sub-groups. The trend we saw in the ISAT cohort analysis of our 2012 graduates for instance (ISAT 3rd grade in 2007 to 8th in 2012) is an average growth of 22 % in reading (219 to 268) and 24% in mathematics (234 to 290). The African American subgroup had 26% in reading (196 to 246) and 25% in mathematics (212 to 264) while the Hispanic group showed a growth of 16% in reading (225 to 262) and 24% in mathematics (238 to 295). The Caucasian group showed a growth of 20% (227 to 273) in reading and 25% in mathematics (242 to 303).

This data illustrates that we do have gaps in achievement but our African American students grew at a higher rate than the Caucasian group. This shows that we are closing the gap. However, our Hispanic students did not sustain the same growth in reading (16%) as they did in mathematics (24%). At the light of this data, we increased the support to our Hispanic students in reading in both general education setting and in separate ELL small group classes.

We do not have the results of Asian, ELL and students with IEPs subgroups because there are less than 10 students in each grade for these groups. In these cases, ISAT does not provide sub-group results.

It is important to note that in 2013, the Illinois State Board of Education (ISBE) significantly increased the minimum ISAT cut scores required for students to achieve meet and exceed status. As a result, the percentages of students meeting and exceeding shown for 2012/13 cannot truly be compared to previous years.

However, since the CPS district mandated testing with NWEA, a test aligned to the Common Core State Standards, we have been able to follow closely the average scores per grade and per subgroups to measure growth and achievement gaps between subgroups. Compared to the NWEA national average, our attainment levels for reading and mathematics are 99th percentile in 2014. Our growth percentile for grades 3-8 is 99th in reading and 93rd in mathematics.

The growth for our African American group was 90th in reading and 77th in mathematics while our Hispanic group showed a 99th percentile growth in reading and 80th in mathematics.

In 2013 NWEA Reading, average scores from 3rd grade to 8th grade were as follows:

All students: from 206 to 232	Difference: 26 points, 12.6%
African Americans: from 192 to 226	Difference: 34 points, 17.7%
Hispanics: from 203 to 229	Difference: 23 points, 11.3 %
Caucasians: from 214 to 239	Difference: 25 points, 11.6%
Asians: from 211 to 236	Difference: 25 points, 11.8%
Multi-ethnic: from 209 to 232	Difference: 23 points, 11%

This shows that we are closing the gap for our African American students (17.7% compared to average of 12.6%)

In 2013 NWEA Mathematics, average scores from 3rd grade to 8th grade were as follows:

All students: from 213 to 249	Difference: 36 points, 16.9%
African Americans: from 198 to 236	Difference: 38 points, 19.2%
Hispanics: from 212 to 238	Difference: 26 points, 12.2 %
Caucasians: from 220 to 256	Difference: 36 points, 16.4%
Asians: from 222 to 259	Difference: 37 points, 16.7%

Multi-ethnic: from 209 to 232 Difference: 23 points, 11%
This shows that we are also closing the gap for our African American students
(19.2% compared to the average of 16.9%)

We have systems in place within each grade to systematically identify students who need help in meeting standards and we strive to challenge all students to exceed standards. All students who fall below the 30th percentile as measured by NWEA tests benefit from small group instruction with our two full time reading and math MTSS teachers (Multi-Tiered System of Supports). The students in need of social emotional support have "secret mentors" as explained earlier, to create a special bond for at least two staff members. This contribute to increasing the self esteem and confidence of our most at risk students, resulting in substantial academic improvement.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The faculty at LaSalle Language Academy is committed to data-driven instruction. In addition to the yearly Illinois Standards Achievement Test (ISAT), we use a variety of data to drive the instructional decisions. In Kindergarten through 8th grade, students take the district mandated Northwest Evaluation Association tests (NWEA). Kindergarten, 1st and 2nd grade take the MPG online test in the fall, winter and spring. 3rd through 8th grade take the online MAP test in the spring and the winter.

We follow each student's growth in math and reading. Students who score less than the 30th percentile receive targeted instruction in very small groups (up to 5 students) with our MTSS teachers. The homeroom teachers differentiate their instruction to address the needs of students as recorded by their formal and informal assessments, the NWEA tests, and additional diagnostic results from Reading A through Z (measuring reading development), AIMS Web (math and reading progress monitoring) , ST Math, and Renaissance Math monitoring tools.

Students with IEPs receive accommodations given by their special education and general education teachers who target their performance levels shown in the tools listed above and specific learning goals listed in their IEPs.

Throughout the school year, we administer formative assessments in the areas of reading, math, writing and the content areas. Our faculty disaggregates the results, meets to discuss and develop instructional plans for students who fall below proficient levels as well as develop plans to forward all students' academic achievement. We also pay close attention to the social emotional learning elements. Teachers are trained to detect, report and deal with students dealing with emotional issues. This differentiated and responsive approach to the teaching and learning process is a very important part of our success. The data generated by all the assessments and tests helps us develop lesson plans providing remediation and acceleration to students.

Due to the confidentiality of individual results, we only communicate aggregated data per grade and average for the school to our community of parents and local school council. However, parents receive all results of tests and assessments for their child. Each 3rd through 8th grade student is given his or her NWEA personal graph showing known RIT scores in math and reading and growth goal for the next test. In addition, ISBE and Chicago Public Schools provide reports which keep parents and the community at large informed about our school's progress.

In 2014, LaSalle Language Academy was ranked by CPS as a Level 1+ school and received the second best elementary school score of 4.8 out of 5 points. Only two schools received 4.9 and 5 received 4.8, including gifted schools. As mentioned before, LaSalle does not test in its students and does not have a gifted program.

Part VI School Support

1. School Climate/Culture

Visitors are impressed by the culture of peace that exists at LaSalle Language Academy. Our students report that they feel safe, respected and listened to in the yearly 5 essential survey mandated by Chicago Public Schools.

Our positive school climate is the result of different systems and strategies developed over the last eight years. In 2008, we decided to adopt a PBIS approach (Positive Behavior Interventions and Supports) and defined our main core values. Half of the faculty participated in defining essential values. The result of this collaborative work was “The LaSalle Way” defined by the four following values: Citizenship, Responsibility, Respect and Work Ethics. Large posters were made and placed all around the school. Teachers spend the first week of each school year engaging students in understanding these values written in their agendas and posted around the school. In 2009, students participated in proposing situations demonstrating each of these values and pictures were taken then posted throughout the school. This resulted in making each value personal to students.

In addition to the PBIS approach, the principal instituted eight years ago a monthly school council with two delegates per grade from 2nd through 8th grade. The goal is to give students a voice in helping us improve the school. The delegates have a weekly class council where issues and proposals are discussed. The delegates then bring issues and/or proposals to the school council meeting with the principal. This practice helps students understand the principles of the democratic process.

The school counselor is also a guidance teacher using a curriculum to build character and teach students strategies to be nice friends, understand and actively demonstrate the “LaSalle Way”. Upper grade students also participate twice a month in advisory classes with their teachers.

For school year 2014/15, we hired two full time MTSS teachers who support our most at risk students emotionally and academically. We also instituted two years ago a “secret mentoring program”: we identify students who display either low self-esteem or behavior issues. Non classroom teachers and other staff become the secret mentor of several students and check on them informally and regularly. As a result, students feel supported and appreciated. They feel close to these adults who develop a special bond with them.

The social and emotional growth of our students is also supported by the many enrichment programs and clubs as well as all our school events where students are active participants: assemblies, spirit week, movie night, Trick-or-Treat for UNICEF, food and coat drives, la Posada, Mardi Gras, Chinese New Year, World Language exchange programs abroad, Camp Edwards (3 days for 6th graders) Springfield (7th grade), Washington DC trip (8th grade).

Teachers feel valued and supported by the administration, their colleagues, the local school council and the Parent Teacher Association organizing recognition events such as: teacher appreciation breakfast in December, teacher appreciation lunch in June, lunches provided twice a year at report card pick-up in November and April, and December staff party. We also strive to obtain grants and funds that allow us to purchase all materials and equipment that our teachers need.

2. Engaging Families and Community

Over the years, we found that the most successful strategies in working with families and community members are:

- quality and frequency of communication to share the school’s results, goals, successes and challenges with our parents. We have a school website with a public side where we showcase our world language celebrations and our successes in science, math or sports competitions. In the principal corner, the yearly state of the school is posted. It is a powerpoint sharing all the academic

results of the school. For instance, the 100% graduation rate and the 70% rate of admission in selective enrollment high schools. On the private side of the website, restricted to parents, we share classrooms' and students' success stories.

- quality and frequency of communication of teachers with parents to keep them informed of their child's progress or challenges, and classroom projects. All teachers communicate with parents regularly and maintain a website inside the school website where they post pictures and newsletters, celebrations and field trips.

- engaging our parents and community in our school improvement plan. As mandated by Illinois State Law, all Illinois schools must create a school improvement plan. Chicago Public Schools' plan is the CIWP: Continuous Improvement Working Plan. At LaSalle, we strive to engage parents and the Local School Council elected members in the process.

- having a welcoming volunteer policy. As a result, we record an average of fifty parents volunteering in our school each week.

- maintaining relationships with Chicago University professors (Loyola, DePaul, University of Chicago) and welcoming their student teachers in our school.

- negotiating agreements with a neighborhood restaurant (Twin Anchors) to rent our school parking lot after hours for their valet parking. The agreement brings \$21,000 of additional funding for our students and our programs.

- partnering with the Old Town Triangle Association (OTTA) to rent inexpensive additional space (for the 5th-8th Judo elective), to solicit grants (OTTA gives us each year \$10,000 for the Fine Arts residency and \$1,500 in scholarships for our world language trips). OTTA also organizes an Art Fair and the artists use our playground for parking, bringing \$8,000 of additional revenue for our enrichment programs.

- partnering with the Friends of LaSalle, the fundraising arm of the Parent Association, to organize school events such as Movie Night, the Posada, the Valentine's dance, the Auction dinner, Teacher appreciation breakfast and luncheon, etc.

- finding new partners to keep increasing the school resources. For instance, since last summer, we are hosting the Steve and Kate Summer Camp for nine weeks in our school, which results in \$35,000 additional funds for the school.

- The PTA, LSC and school administrators work together to keep improving the well-being of our students. For instance, this summer, the PTA will fund a \$120,000 project for the reallocation of space, creating two rooms that will serve the library as well as fine arts needs.

3. Professional Development

In the last three years, the professional development at LaSalle Language Academy has been based on the professional learning community principles developed by Richard DuFour, allowing teachers to learn flexibly and collaboratively, and facilitating schedules so expert teachers can help their colleagues. As a result, the professional development is driven by teachers' needs and we see more and more teachers supporting each other and sharing resources and ideas.

The professional development needs are identified by teachers within our school improvement plan focusing on the following areas: data analysis, data driven planning and instruction to implement the new CCSS, common assessments, differentiation strategies and integration of technology. Administrators are part of the teams working on the areas of improvement and development. Teachers and administrators

experts volunteer to train their colleagues as needed.

Depending on how many teachers are involved, the administration either hires a consultant for specific training such as Dgedu (technology integration), pays for substitutes (so teachers can participate in workshops, collaborate with their colleagues, visit other teachers in our school or at other schools), and provides funds for teachers to be paid for professional development extended hours.

Teachers have also created a book club allowing participants to discuss topics of interest. For instance this school year, teachers chose the book “Teach Like Your Hair Is on Fire”, by Rafe Esquith. There are currently fifteen teachers participating in this book club.

The school district also provides mandatory Mathematics and Literacy CCSS workshops using the “train the trainer” model. We typically send our MTSS teachers who relay the information they learned to their colleagues during our weekly staff meetings on Fridays before school starts. Administrators are also offered district training in CCSS but also in budgeting, and managing the different CPS systems (example: REACH, evaluation of teachers based on the Danielson framework).

Our world language teachers receive specific training offered by the Magnet school program. Substitutes are provided for them to participate in workshops and conferences. The specialty teachers (fine arts, library and physical education) participate in the specific subject matter workshops offered by the district or external providers.

4. School Leadership

Shared leadership serves as the leadership model at LaSalle Language Academy. The goal of shared leadership is to involve teachers and stakeholders before decisions so all participants’ voices are heard and ideas shared. There are five requirements of this style of leadership:

- to create systems and structures that empower teachers: the ILT, (Instructional Leadership Team), represents each team and monitors the implementation of the school improvement plan, the PPLC, the CTU committees explained below, the LSC with 2 teachers elected as members.
- to work toward a shared purpose as articulated in our vision and mission, the CIWP (Continuous Improvement Working Plan) and action items of the CIWP.
- to share responsibility for the work
- to foster respect for every person (our “LaSalle Way” values are for all, including parents, teachers, staff and visitors, not just students)
- to work together to problem-solve and find solutions in complex situations

Chicago Public Schools have a site-base management structure with 11 Local School Council members elected every two years and the principal who is a de-facto member. LSC meetings are scheduled each month. At LaSalle, we also have a strong Parent Teacher Association (“Friends of LaSalle”) acting as a fundraising and community partner to support the needs of our school.

The staff is structured in the following manner: grade level partners who meet weekly, combined grade levels in cycle groups with a member representative sitting on the Instructional Leadership Team (K-2, 3-5, 6-8, Specialty, Special Education, World Language Teams). These groups meet as needed to discuss and move forward specific CIWP action items such as curriculum alignment, common assessments, professional development, integration of technology, etc.

There is also an Illinois mandated PPLC (Professional Personnel Leadership Committee) composed of teachers who meet monthly to review material and equipment needs, and report to the Local School

Council and principal what these needs are and collaboratively make decisions to prioritize purchasing decisions. Finally, the agreement with the Chicago Teacher Union (CTU) mandates that a committee led by the CTU school representative meets monthly with the principal to review if there are issues linked to the application of the CTU contract.

The principal's and assistant principal's roles in our shared leadership model is to empower teachers to become leaders of learning and provide the time, resources, policies and structures that will facilitate the collaboration of the staff working together towards our school goals. Today's challenges are far too complex for one person to manage alone. The principal works to develop a community of leaders relying on the strengths of different people to achieve our CIWP goals.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Illinois State Board of Education/Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	77	97	100	100	94
Exceeds Standard	39	77	79	73	69
Number of students tested	66	65	57	59	54
Percent of total students tested	100	100	92	94	90
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	36	92	100	100	91
Exceeds Standard	0	39	40	37	36
Number of students tested	11	13	10	16	11
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	86		100		
Exceeds Standard	36		54		
Number of students tested	14	7	12	9	5
5. African- American Students					
Meets Standard and above	33	88	100	100	93
Exceeds Standard	0	31	58	37	29
Number of students tested	15	16	11	19	14
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	96	100	100	100	100
Exceeds Standard	57	96	91	80	94
Number of students tested	23	22	22	15	18
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: For school year 2012/ 2013, the state of Illinois significantly changed the cut scores for exceed and meet expectations. As a result, the data cannot be accurately compared to the year before. All Illinois schools saw a drop in their meet and exceed or exceed percentages.

We do have students in groups ELL, IEP, Asian and multi-ethnic but the number of students for these groups is always less than 10. As a result, Illinois does not provide data for these sub-groups.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP MATH</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>NWEA</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
National growth percentile	98				
Number of students tested					
Percent of total students tested					
Number of students tested with alternative assessment	66				
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
National growth percentile					
Number of students tested					
2. Students receiving Special Education					
National growth percentile					
Number of students tested					
3. English Language Learner Students					
National growth percentile					
Number of students tested					
4. Hispanic or Latino Students					
National growth percentile					
Number of students tested					
5. African- American Students					
National growth percentile					
Number of students tested					
6. Asian Students					
National growth percentile					
Number of students tested					
7. American Indian or Alaska Native Students					
National growth percentile					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
National growth percentile					
Number of students tested					
9. White Students					
National growth percentile					
Number of students tested					
10. Two or More Races identified Students					
National growth percentile					
Number of students tested					
11. Other 1: Other 1					
National growth percentile					
Number of students tested					
12. Other 2: Other 2					
National growth percentile					
Number of students tested					
13. Other 3: Other 3					
National growth percentile					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	86	99	98	98	97
Exceeds Standard	40	52	62	60	62
Number of students tested	65	66	66	67	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	62	94	94	94	100
Exceeds Standard	12	33	28	37	38
Number of students tested	16	18	18	16	13
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above		100	100	100	100
Exceeds Standard		40	79	40	27
Number of students tested	7	20	14	10	11
5. African- American Students					
Meets Standard and above	65	93	95	92	94
Exceeds Standard	15	43	14	7	31
Number of students tested	20	14	21	13	16
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	100	100	100	100	95
Exceeds Standard	45	57	75	68	81
Number of students tested	20	21	16	19	21
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: For school year 2012/ 2013, the state of Illinois significantly changed the cut scores for exceed and meet expectations. As a result, the data cannot be accurately compared to the year before. All Illinois schools saw a drop in their meet and exceed or exceed percentages.

We do have students in groups ELL, IEP, Asian and multi-ethnic but the number of students for these groups is always less than 10. As a result, Illinois does not provide data for these sub-groups.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	82	95	97	95	91
Exceeds Standard	29	41	38	38	32
Number of students tested	66	65	66	66	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Meets Standard and above	58	86	94	87	77
Exceeds Standard	10	14	19	7	7
Number of students tested	19	21	16	15	14
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	75	100	100	100	93
Exceeds Standard	15	38	25	17	13
Number of students tested	20	13	16	12	15
5. African- American Students					
Meets Standard and above	69	85	87	88	81
Exceeds Standard	25	0	13	6	12
Number of students tested	16	20	16	17	16
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	91	100	100	96	96
Exceeds Standard	38	69	64	61	52
Number of students tested	21	16	22	23	23
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: For school year 2012/ 2013, the state of Illinois significantly changed the cut scores for exceed and meet expectations. As a result, the data cannot be accurately compared to the year before. All Illinois schools saw a drop in their meet and exceed or exceed percentages.

We do have students in groups ELL, IEP, Asian and multi-ethnic but the number of students for these groups is always less than 10. As a result, Illinois does not provide data for these sub-groups.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	80	97	100	84	97
Exceeds Standard	39	52	52	41	47
Number of students tested	65	66	62	68	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	52	94	100	67	100
Exceeds Standard	35	17	12	20	18
Number of students tested	23	18	16	15	11
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	92	100	100	93	
Exceeds Standard	31	41	38	27	
Number of students tested	13	17	13	15	9
5. African- American Students					
Meets Standard and above	50	88	100	53	100
Exceeds Standard	5	12	19	13	21
Number of students tested	22	17	16	15	19
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	93	100	100	91	100
Exceeds Standard	60	90	76	61	64
Number of students tested	15	21	21	23	25
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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We do have students in groups ELL, IEP, Asian and multi-ethnic but the number of students for these groups is always less than 10. As a result, Illinois does not provide data for these sub-groups.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	89	97	90	100	96
Exceeds Standard	38	66	53	58	65
Number of students tested	53	59	62	57	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	86	88	80	100	83
Exceeds Standard	14	29	13	31	25
Number of students tested	14	17	15	13	12
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	93	93	88		100
Exceeds Standard	21	53	47		58
Number of students tested	14	15	17	9	12
5. African- American Students					
Meets Standard and above	67	93	73	100	87
Exceeds Standard	7	40	7	33	37
Number of students tested	15	15	15	17	16
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	77	88	76	90	80
Number of students tested	17	16	21	21	15
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	86	90	97	98	96
Exceeds Standard	39	62	57	63	63
Number of students tested	59	61	58	58	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	67	80	92	93	
Exceeds Standard	17	40	8	40	
Number of students tested	18	15	12	15	5
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	80	88	100	100	92
Exceeds Standard	20	77	47	61	54
Number of students tested	15	17	15	13	13
5. African- American Students					
Meets Standard and above	68	77	94	93	93
Exceeds Standard	13	14	28	36	29
Number of students tested	15	14	18	14	14
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	100	95	100	100	100
Exceeds Standard	63	81	90	67	90
Number of students tested	16	21	19	15	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Illinois Standards Achievement Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Illinois State Board of Education/Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	79	94	98	93	96
Exceeds Standard	47	63	54	53	48
Number of students tested	66	65	57	59	54
Percent of total students tested	0	100	92	94	90
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	45	77	90	75	82
Exceeds Standard	36	31	40	0	18
Number of students tested	11	13	10	16	11
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	86		100		
Exceeds Standard	57		41		
Number of students tested	23	7	12	9	5
5. African- American Students					
Meets Standard and above	77	75	91	79	86
Exceeds Standard	47	25	36	16	14
Number of students tested	15	16	11	19	14
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	65	86	59	86	83
Number of students tested	23	22	22	15	18
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: For school year 2012/ 2013, the state of Illinois significantly changed the cut scores for exceed and meet expectations. As a result, the data cannot be accurately compared to the year before. All Illinois schools saw a drop in their meet and exceed or exceed percentages.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	81	92	91	91	94
Exceeds Standard	39	56	56	60	62
Number of students tested	65	66	66	67	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	82	83	67	69	85
Exceeds Standard	39	22	22	37	38
Number of students tested	16	18	18	16	13
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above		85	100	90	100
Exceeds Standard		30	71	40	45
Number of students tested	7	20	14	10	11
5. African- American Students					
Meets Standard and above	79	86	71	69	81
Exceeds Standard	15	43	19	15	25
Number of students tested	20	14	21	13	16
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	96	100	100	95	95
Exceeds Standard	50	76	81	90	86
Number of students tested	22	21	16	19	21
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	82	91	91	92	88
Exceeds Standard	33	62	50	65	53
Number of students tested	66	65	66	66	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	63	71	75	80	71
Exceeds Standard	10	43	44	20	21
Number of students tested	19	21	16	15	14
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	75	100	87	91	93
Exceeds Standard	25	77	44	66	53
Number of students tested	20	13	16	12	15
5. African- American Students					
Meets Standard and above	69	70	81	76	69
Exceeds Standard	25	15	25	18	25
Number of students tested	16	20	16	17	16
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	95	100	95	100	100
Exceeds Standard	52	75	68	96	74
Number of students tested	21	16	22	23	23
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	82	99	100	93	94
Exceeds Standard	42	53	63	52	57
Number of students tested	65	66	62	68	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	57	100	100	80	82
Exceeds Standard	35	22	25	27	45
Number of students tested	23	18	16	15	11
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	92	94	100	93	
Exceeds Standard	31	47	61	46	
Number of students tested	13	17	13	15	9
5. African- American Students					
Meets Standard and above	54	100	100	80	89
Exceeds Standard	18	23	31	20	23
Number of students tested	22	17	16	15	19
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	93	100	100	100	100
Exceeds Standard	53	81	86	65	84
Number of students tested	15	21	21	23	25
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	93	97	94	96	98
Exceeds Standard	55	54	53	58	65
Number of students tested	53	59	62	57	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	93	94	86	92	92
Exceeds Standard	36	24	20	23	50
Number of students tested	14	17	15	13	12
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	93	93	88		100
Exceeds Standard	50	33	41		50
Number of students tested	14	15	17	9	12
5. African- American Students					
Meets Standard and above	87	100	87	94	94
Exceeds Standard	27	27	27	29	43
Number of students tested	15	15	15	17	16
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	82	81	67	85	86
Number of students tested	17	16	21	21	15
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ILLINOIS STANDARDS ACHIEVEMENT TEST</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>ILLINOIS STATE BOARD OF EDUCATION/PEARSON</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Meets Standard and above	91	98	98	98	98
Exceeds Standard	49	23	26	27	29
Number of students tested	59	61	58	58	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment			0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	89	100	92	93	
Exceeds Standard	11	0	8	20	
Number of students tested	18	15	12	15	5
2. Students receiving Special Education					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standard and above	93	94	93	100	100
Exceeds Standard	33	6	20	30	15
Number of students tested	15	17	15	13	13
5. African- American Students					
Meets Standard and above	80	100	100	93	93
Exceeds Standard	13	0	17	7	14
Number of students tested	15	14	18	14	14
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	100	100	100	100	100
Exceeds Standard	87	43	42	46	52
Number of students tested	16	21	19	15	19
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

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